



Richard Bonington Primary and Nursery School  
FS2 Medium Term Planning  
Autumn 1 2023

<b>Enquiry Question</b>	Who am I?						
<b>Talk for Writing Focus</b>	<b>Elmer</b>						
<b>Vocabulary</b>	School, people, friend, feelings, rules, family, special, share, explain, match, phoneme, grapheme, beginning, middle, end, running, walking, climbing, different, unique, past, present, relationships, exercise						
	Settling in days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Literacy</b> 1. <b>Comprehension</b> 2. <b>Word reading</b> 3. <b>Writing</b>	Read books about starting school. Name writing Find your peg and tray label. Self-registration	Intro to T4W Listen to a story and respond to simple questions Recognise your name	Listen to T4W story. Listen to a story and use simple actions Recognise your name. Talk about key events	Listen to T4W story Retell the story using simple actions and phrases Anticipate key phrases Use key vocabulary	Listen to T4W story Know the T4W story and actions Use key vocabulary Simple labelling	T4W assessment – Can you tell me a story?	T4W assessment – Can you tell me a story?
<b>T4W toolkit – Action Tools we have identified to focus on.</b>			Move the story on using time words – First, next, after that, finally	Move the story on using time words – First, next, after that, finally	Discuss what the character is doing	Create a simple story that starts and ends in the same place.	Create a simple story that starts and ends in the same place.
<b>Phonics</b>			Little Wandle satp grapheme and phoneme recognition segmenting words letter formation count the sounds.	Little Wandle inmd grapheme and phoneme recognition segmenting words letter formation count the sounds.	Little Wandle gock tricky word - is grapheme and phoneme recognition segmenting words letter formation count the sounds.	Little Wandle ckeur tricky word - I grapheme and phoneme recognition segmenting words letter formation count the sounds.	Little Wandle hbfl tricky word - the grapheme and phoneme recognition segmenting words letter formation count the sounds.
<b>Communication and Language</b>	<b>EYFS progression</b> <ul style="list-style-type: none"> <li>• I am developing a wide range of vocabulary.</li> <li>• I can use a wide range of vocabulary to explain, name and describe, including specific terminology.</li> <li>• I can listen to friends and adults carefully.</li> <li>• I can use talk to organise my thinking and play.</li> </ul>						

<b>Communication and Language</b> 1. <b>Listening, attention, understanding</b> 2. <b>Speaking</b>	Rules and routines for listening on the carpet. Starting and stopping play with a bell.		Listening: Taking turns, carpet place, hands up Understanding: Positional language, follow a two step instruction Speaking: ask for help, respond to a friend, begin to speak in a simple sentence				
<b>Maths – WRM</b> 1. <b>Number</b> 2. <b>Numerical Patterns</b>	<b>Getting to know me</b> Counting songs Key times of the day Class routines Positional language	<b>Getting to know me</b> Intro numicon to 5 All about 1-5	<b>Match, sort, compare</b> Match numicon Match shapes Sorting objects	<b>Match, sort, compare</b> Match numicon Match shapes Sorting objects	<b>Talk about measure and patterns</b> Modelling capacity Repeating patterns Heavy and light – balance scales	<b>Talk about measure and patterns</b> Modelling capacity Repeating patterns Heavy and light – balance scales RBA	RBA
<b>Understanding the World</b> EYFS Progression	RE <ul style="list-style-type: none"> <li>I can understand that we belong to families.</li> <li>I know there are different ways to follow Jesus.</li> <li>I can talk about being thankful.</li> <li>I can talk about how to belong and care.</li> <li>I can express my ideas about how everyone is special.</li> </ul>		Science <ul style="list-style-type: none"> <li>I can explore materials with my senses.</li> <li>I can use appropriate vocabulary to describe materials.</li> <li>I can ask questions about what I have seen.</li> <li>I can look closely at similarities, differences, and patterns in my environment.</li> <li>I can talk about my immediate family and community.</li> <li>I can name and describe people who are familiar to me.</li> <li>I can describe what I see, hear, and feel whilst outside.</li> <li>I can explore the world around me</li> </ul>		History <ul style="list-style-type: none"> <li>I can sequence pictures of my own life in chronological order.</li> <li>I am learning to talk about how things have changed in my life.</li> <li>I can discuss significant events from the past.</li> <li>I can make comparisons between my life and others.</li> <li>I am learning about my own life story</li> </ul>		Geography <ul style="list-style-type: none"> <li>I can talk about my immediate environment.</li> <li>I can explore the world around me thinking about my senses.</li> <li>I can talk about where I live</li> </ul>
<b>Understanding the World</b> RE focus – We are special.		RE Caring – everyone is special <ul style="list-style-type: none"> <li>Caring</li> <li>Looking after one another</li> </ul>	RE Friends and families <ul style="list-style-type: none"> <li>Belonging</li> <li>Talk about families</li> </ul>	RE Belonging – being special in families <ul style="list-style-type: none"> <li>New babies</li> </ul>	RE Baptism <ul style="list-style-type: none"> <li>Introduction to baptism</li> </ul>	RE Why baptism? <ul style="list-style-type: none"> <li>Following Jesus</li> <li>Belonging to a church</li> </ul>	RE Belonging to other faiths – Muslim <ul style="list-style-type: none"> <li>Signs of belonging</li> </ul>

<p>1. Past and Present 2. People, Culture and Communities 3. Natural World</p>		<p><b>Who am I? Who is in my family?</b></p> <p>Look at family photos – who is in my family? Draw pic of self and write name and age.</p>	<p><b>What makes me special?</b></p> <p>What makes me special discussion – all children to complete what makes me special star.</p>	<p><b>What do I look like?</b></p> <p>Talk about features – facial, body, skin, hair etc – discuss being different, same and its ok to be different. – self-portraits as focus (EAD focus)</p>	<p><b>What was I like as a baby? How have a I changed?</b></p> <p>Timeline – order photos of babies to children – how have they changed, what is different?</p>	<p><b>What did I need as a baby?</b></p> <p>Discuss what babies need – how can we look after baby – sort pics into what we need as a baby.</p>	<p><b>What are my 5 senses?</b></p> <p>Talk about senses – what are our senses? Can you find your 5 senses. – label on body</p>
<p><b>Expressive Art and Design</b></p>	<p><b>EYFS progression</b></p> <ul style="list-style-type: none"> <li>• I can make marks, lines and curves</li> <li>• I can experiment with colour and naming them</li> <li>• I can use lines to represent an object</li> <li>• I can use I PADS to take photos</li> <li>• I can hold a paintbrush correctly and spread the paint</li> <li>• I can hold scissors correctly and cut simple shapes and lines</li> <li>• I can manipulate materials</li> <li>• I can attach using glue</li> </ul>						
<p><b>Expressive Art and Design</b> 1. <b>Creating with Materials</b> 2. <b>Being Imaginative and Expressive</b></p>	<p>Snip with easy grip scissors/scissors  Counting songs</p>	<p>Cutting: snipping, holding scissors correctly, cutting straight lines, cutting simple shapes Attaching: using glue (PVA and glue sticks) to attach paper to paper, tear making tape and Sellotape to attach materials Painting: use paint brushes effectively, rinse after painting, choose appropriate colours, fill enclosed spaces. (self-portraits) Drawing: draw simple line drawing and shapes, talk about what they have drawn, use appropriate pressure.  Sing songs and make music – selections of musical instruments, nursery rhymes, song of the week.</p>					
<p><b>EAD ideas linking to topic</b></p>		<p>Family home pictures – chn to draw who lives in their house/ family</p>	<p>Elmer collage – I am one of a kind because ...</p>	<p>Self portraits – use mirrors and colour selections</p>	<p>Elmer block sponge painting</p>	<p>Elmer milk bottle collages</p>	<p>Texture collages – chn to choose and create collage using range of textures and materials</p>
<p><b>Physical Development</b></p>	<p><b>EYFS Progression</b></p> <ul style="list-style-type: none"> <li>• I am starting to use a range of different tools for fine and gross motor skills – such as cutting, drawing and sticking</li> <li>• I can use a range of tools using fine and gross motor skills</li> <li>• I can refine and develop different movement skills – walking, running, jumping, climbing</li> <li>• I can use a dominant hand in my mark making</li> <li>• I can begin to develop my tripod grip</li> <li>• I can use appropriate pressure when making marks.</li> </ul>						
<p><b>Physical Development</b> 1. <b>Gross motor</b> 2. <b>Fine Motor</b></p>	<p>Copy and trace letters Draw simple shapes. Health and safety inside and outside Play outside safely</p>	<p>Copy and trace letters Draw simple shapes. Health and safety inside and outside Play outside safely.</p>	<p>Copy and trace letters Draw simple shapes. Health and safety inside and outside Play outside safely. Develop balance and movement.</p>	<p>Copy and trace letters Draw simple shapes. Health and safety inside and outside Play outside safely. Develop balance and movement.</p>	<p>Show a dominant hand preference. Develop a tripod grip. Put on coats and do zips with less support. Use the appropriate pressure when making marks.</p>	<p>Show a dominant hand preference. Develop a tripod grip. Put on coats and do zips with less support.</p>	<p>Show a dominant hand preference. Develop a tripod grip. Put on coats and do zips with less support. Use the appropriate pressure when making marks.</p>

			Develop simple ball skills	Develop simple ball skills	Refine movement – walk, run, jump and climb	Use the appropriate pressure when making marks. Refine movement – walk, run, jump and climb	Refine movement – walk, run, jump and climb
<b>Personal, Social and Emotional</b>	<b>EYFS Progression</b> <ul style="list-style-type: none"> <li>• I can name the people who help me</li> <li>• I can identify who can help me when I feel sad, worried or scared</li> <li>• I can talk and describe different feelings</li> <li>• I can talk about how I am similar and different to others</li> <li>• I can recognise and be sensitive to how other are different to me</li> </ul>						
<b>Personal, Social and Emotional (SCARF)</b> <ol style="list-style-type: none"> <li>1. Self-regulation</li> <li>2. Managing Self</li> <li>3. Building Relationships</li> </ol> <b>Me and my relationships</b>	Wash hands independently Follow routines for lunch Class expectations Name family, friends, adults within their classroom.	All about me <ul style="list-style-type: none"> <li>➤ Talk about interests and families</li> </ul>	What makes me special? <ul style="list-style-type: none"> <li>➤ Share interests</li> <li>➤ Talk about self-positivity</li> </ul>	Me and my special people <ul style="list-style-type: none"> <li>➤ Talk about important people in their lives</li> <li>➤ Name a key person</li> </ul>	Who can help me? <ul style="list-style-type: none"> <li>➤ Name the people who can help me</li> <li>➤ Talk about when they feel unhappy</li> </ul>	My feelings <ul style="list-style-type: none"> <li>➤ Describe emotions.</li> <li>➤ Identify changes in feelings</li> </ul>	My feelings <ul style="list-style-type: none"> <li>➤ How to help a friend who is sad</li> <li>➤ How to help themselves when sad</li> </ul>